

| 2018 Civics   | 2021 Civics   |
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| <p>HS.1 Analyze the impact of constitutional amendments on groups, individuals, institutions, national order.</p> <p>HS.9 Examine and evaluate documents related to the Constitution and Supreme Court decisions (such as Declaration of Independence, Federalist Papers, Anti-Federalist Papers, the Constitution, the Bill of Rights, and Constitutional amendments).</p> <p>HS.12 Examine the power of government and evaluate the reasoning and impact of Supreme Court decisions on the rights of individuals and groups (for example, Marbury v. Madison, Roe v. Wade, D.C. v. Heller, Loving v. Virginia, Plessy v. Ferguson, Obergefell v. Hodges, Brown v. Board, Cherokee Nation v. Georgia, Reed v. Reed, Oregon Employment Division vs. Smith, Korematsu v. US, Dartmouth v. Woodward, Mendez v. Westminster, etc.).</p> <p>HS.13 Examine and analyze provisions of the Oregon Constitution and the U.S. Constitution.</p> <p>HS.2 Describe core elements of early governments that are evident in United States government structure.</p> <p>HS.3 Compare and contrast the United States' republican form of government to direct democracy, theocracy, oligarchy, authoritarianism, and monarchy.</p> <p>HS.4 Examine institutions, functions and processes of United States government.</p> <p>HS.5 Evaluate the relationships among governments at the local, state, tribal, national, and global levels.</p> <p>HS.6 Examine the institutions, functions, and processes of Oregon's state, county, local and regional governments.</p> | <p>HS.1 * Analyze the positive and negative implications of the US Constitution, Bill of Rights and Amendments, Supreme Court decisions, Federal Laws, and executive orders, for political, legal, economic, and social equality for all, including traditionally marginalized groups.</p> <p>HS.2 * Identify and analyze the existence and perpetuation of discrimination and inequity in the local, state, national, or global context.</p> <p>HS.3 * Identify, discuss, and explain the exclusionary language and intent of the Oregon and U.S. Constitution and the provisions and process for the expansion and protection of civil rights.</p> <p>HS.4 * Describe core elements of early governments that are evident in United States government structure.</p> <p>HS.5 * Compare and contrast the United States' republican form of government to direct democracy, theocracy, oligarchy, authoritarianism, and monarchy.</p> <p>HS.6 * Examine institutions, functions and processes of the United States government.</p> <p>HS.7 * Evaluate the relationships among governments at the local, state, tribal, national, and global levels.</p> <p>HS.8 * Examine the institutions, functions, and processes of Oregon's state, county, local and regional governments.</p> |

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| <p>HS.7 Analyze political parties, interest and community groups, and mass media and how they influence the beliefs and behaviors of individuals, and local, state, and national constituencies.</p> <p>HS.8 Analyze United States foreign policy and the role of institutions and interest groups in creating policy and evaluate their impact on the United States and the international community.</p> <p>HS.10 Explain the roles and responsibilities of active members of a democracy and the role of individuals, social movements, and governments in various current events.</p> <p>HS.11 Examine the pluralistic realities of society recognizing issues of equity and evaluating the need for change.</p>  | <p>HS.9 * Analyze political parties, interest and community groups, and mass media and how they influence the beliefs and behaviors of individuals, and local, state, and national constituencies.</p> <p>HS.10 * Analyze United States foreign policy and the role of institutions and interest groups in creating policy and evaluate their impact on the United States and the international community.</p> <p>HS.11. * Analyze and evaluate the methods for challenging, resisting, and changing society in the promotion of equity, justice and equality.</p>  |
| <b>2018 Economics and Financial Literacy</b>   | <b>2021 Economics and Financial Literacy</b>  |
| <p><i>Microeconomics/Decision Making</i></p> <p>HS.14 Analyze how determinants cause supply and demand to shift and the impact on secondary markets.</p> <p>HS.15 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.<br/>National Economy.</p> <p>HS.16 Evaluate the selection of monetary and fiscal policies in response to a variety of economic conditions and indicators and the role and function of the Federal Reserve.</p> <p>HS.17 Analyze benefits and risks of business organizations (entrepreneurship, sole proprietorship, partnerships, joint ventures, and corporations, private vs. public).</p> <p>HS.18 Use economic indicators to analyze the current and future state of the economy (including but not limited to unemployment, components of GDP, consumer price index (CPI), inflation, stock market, building permits).</p> | <p><i>Microeconomics/Decision Making</i></p> <p>HS.12 * Analyze how determinants cause supply and demand to shift and the impact on secondary markets.</p> <p>HS.13 * Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.<br/>National Economy.</p> <p>HS.14 * Evaluate the selection of monetary and fiscal policies in response to a variety of economic conditions and indicators and the role and function of the Federal Reserve.</p> <p>HS.15 * Analyze benefits and risks of various methods of organizing a business. (entrepreneurship, sole proprietorship, partnerships, joint ventures, and corporations, private vs. public).</p> <p>HS.16 * Use economic indicators to analyze the current and future state of the economy.</p> |

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| <p>HS.19 Analyze the impact of the American labor system on competition and trade in local, state, and global markets (minimum vs. living wage, collective bargaining, right to work vs agency shop).</p> <p>HS.20 Explain the function of the stock market.</p> <p>HS.21 Interpret the “circular flow” of economic activity and the role of producers, consumers, and government.</p> <p>HS.22 Examine how producers and consumers in different communities and levels of society (urban and rural, socioeconomic, regional economies) influence and respond to business cycles.</p> <p>HS.23 Analyze the ways in which incentives and competition influence production and distribution in a market system.</p> <p>HS.24 Describe the possible benefits and consequences, both intended and unintended, of government policies to improve market outcomes.</p> | <p>HS.17 * Analyze the impact of the use of slavery and other exploitative labor systems (e.g., indenture, peonage, convict leasing, sharecropping, bracero program, migrant labor, Chinese immigrants labor, contemporary prison labor) on the development of the U.S. infrastructure, wage-competition, trade, and standards of living in local, state, and global markets.</p> <p>HS.18 * Explain the function of the stock market.</p> <p>HS.19 * Interpret the “circular flow” of economic activity and the role of producers, consumers, and government.</p> <p>HS.20 * Identify and explain how the business cycle has a positive and negative disparate impact on the allocation of resources for producers and consumers, including traditionally underrepresented groups, in multiple communities in urban, rural, regional, and global economies.</p> <p>HS.21 * Analyze the ways in which incentives and competition influence production and distribution in a market system.</p> <p>HS.22 * Describe the potential intended and unintended benefits and negative consequences of government economic programs and policies on the welfare and well-being of individuals and groups including traditionally marginalized groups.</p> |
| <p><b>Global Economy</b></p> <p>HS.25 Explain how the global economy has developed and describe the involvement of free trade, comparative advantage, specialization, and interdependence.</p> <p>HS.26 Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.</p>   | <p><b>Global Economy</b></p> <p>HS.23 * Explain how the global economy has developed and describe the involvement of free trade, comparative advantage, specialization, and interdependence.</p> <p>HS.24 * Explain how current globalization trends and policies affect economic growth, labor markets, labor conditions, human rights, the environment, and resource and income distribution in different nations.</p>  |

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| <p>HS.27 Describe characteristics of command, market, traditional, and mixed economies and the effect on jobs and standards of living.</p> <p>HS.28 Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</p> <p>HS.29 Analyze the role of comparative advantage in international trade of goods and services</p> <p><b>Financial Literacy</b></p> <p>HS.30 Identify strategies of establishing and maintaining a good credit rating, and identify and evaluate sources of credit and their advantages and disadvantages.</p> <p>HS.31 Explain and analyze the kinds and costs of insurance as a form of risk management (e.g., auto, health, renters, home, life, disability).</p> <p>HS.32 Evaluate how consumers can protect themselves from fraud, identity theft, predatory lending, bankruptcy, and foreclosure.</p> <p>HS.33 Compare and contrast tools for managing and protecting personal finances.</p> <p>HS.34 Identify financial institutions in the community and their purpose (such as banks, credit unions, consumer/business loans, deposit insurance, investments/trust services, non-traditional banking).</p> <p>HS.35 Compare and contrast different investment options in weighing risk versus return to meet financial goals for long- term investment (such as stocks, bond, precious metals, rare earths, CDs, mutual funds, IRAs, 401ks, college savings/529, real estate, pension plans, Social Security).</p> <p>HS.36 Identify and explain strategies for creating a budget that balances income and expenses and encourages saving for emergencies and long-term financial goals, such as retirement.</p> | <p>HS.25 * Describe characteristics of command, market, traditional, and mixed economies and the effect on jobs and standards of living.</p> <p>HS.26 * Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</p> <p>HS.27 * Analyze the role of comparative advantage in international trade of goods and services.</p> <p><b>Financial Literacy</b></p> <p>HS.28 * Identify strategies of establishing and maintaining a good credit rating, and identify and evaluate sources of credit and their advantages and disadvantages.</p> <p>HS.29 * Explain and analyze the kinds and costs of insurance as a form of risk management (e.g., auto, health, renters, home, life, disability).</p> <p>HS.30 * Evaluate how consumers can protect themselves from fraud, identity theft, predatory lending, bankruptcy, and foreclosure.</p> <p>HS.31 * Compare and contrast tools for managing and protecting personal finances.</p> <p>HS.32 * Identify financial institutions in the community and their purpose (such as banks, credit unions, consumer/business loans, deposit insurance, investments/trust services, non-traditional banking).</p> <p>HS.33 * Compare and contrast different investment options in weighing risk versus return to meet financial goals for long- term investment (such as stocks, bond, precious metals, rare earths, CDs, mutual funds, IRAs, 401ks, college savings/529, real estate, pension plans, Social Security).</p> <p>HS.34 * Identify and explain strategies for creating a budget that balances income and expenses and encourages saving for emergencies and long-term financial goals, such as retirement.</p> |
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| <p>HS.37 Compare and contrast the various types of loans available, how to obtain them and the function of compounding interest and explain the costs and benefits of borrowing money for post-secondary education.</p> <p>HS.38 Identify goods and services funded through local taxes (such as snow removal, waste management, law enforcement) and assess the effects of taxes on personal income.</p> <p>HS.39 Analyze how external factors such as marketing and advertising techniques might influence spending and saving decisions.</p>  | <p>HS.35 * Compare and contrast the various types of loans available, how to obtain them and the function of compounding interest and explain the costs and benefits of borrowing money for postsecondary education.</p> <p>HS.36 * Identify goods and services funded through local taxes (such as snow removal, waste management, law enforcement) and assess the effects of taxes on personal income.</p> <p>HS.37 * Analyze how external factors such as marketing and advertising techniques might influence spending and saving decisions.</p>   |
| <b>2018 Geography</b>  | <b>2021 Geography</b>  |
| <p>HS.40 Use technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics at multiple scales.</p> <p>HS.41 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</p> <p>HS.42 Use geographic data to analyze the interconnectedness of physical and human regional systems (such as a river valley and culture, water rights/use in regions, choice/impact of settlement locations) and their interconnectedness to global communities.</p> <p>HS.43 Analyze the reciprocal nature of how historical events and spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</p> <p>HS.44 Analyze the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.</p> | <p>HS.38 * Use technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics at multiple scales.</p> <p>HS.39 * Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</p> <p>HS.40 * Use geographic data to analyze the interconnectedness of physical and human regional systems (such as a river valley and culture, water rights/use in regions, choice/impact of settlement locations) and their interconnectedness to global communities.</p> <p>HS.41 * Analyze migration patterns to understand the relationships among major events, government policies, private action, and spatial diffusion of ideas, technologies, and cultural practices, in the distribution of human populations, segregation of communities, and marginalization and empowerment of individuals and groups.</p> <p>HS.42 * Analyze the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.</p> |

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| <p>HS.45 Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.</p> <p>HS.46 Assess how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade, land use, and issues of sustainability.</p> <p>HS.47 Explain how political and economic power dynamics throughout time have influenced cultural identity and environmental characteristics of various places and regions.</p> <p>HS.48 Analyze how humans have used technology to modify the physical environment (e.g., dams, tractor, housing types, and transportation systems).</p> <p>HS.49 Assess the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.</p> <p>HS.50 Determine the influence of long-term climate change and variability on human migration, settlement patterns, resource use, and land uses at local-to-global scales.</p> <p>HS.51 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.</p> <p>HS.52 Identify and analyze how map-making, zoning, and other policy decisions create social, political, and economic realities for various population groups.</p> <p>HS.53 Explain how power and privilege influence where people live and how they interact with their environment at the intergroup and institutional levels and how they have been affected.</p> | <p>HS.43 * Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.</p> <p>HS.44 * Assess how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade, land use, and issues of sustainability.</p> <p>HS.45 * Identify and explain how political and economic power dynamics throughout time have influenced cultural and environmental characteristics of various places and regions.</p> <p>HS.46 * Analyze how humans have used technology to modify the physical environment (e.g., dams, tractor, housing types, and transportation systems).</p> <p>HS.47 * Assess the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.</p> <p>HS.48 * Determine the influence of long-term climate change and variability on human migration, settlement patterns, resource use, and land uses at local-to-global scales.</p> <p>HS.49 * Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.</p> <p>HS.50 * Identify and analyze how map-making, zoning, and other policy decisions create social, political, and economic realities for various population groups.</p> <p>HS.51 * Explain how power and privilege influence where people live and how they interact with their environment at the intergroup and institutional levels and how they have been affected.</p> |
| <b>2018 Historical Knowledge</b>  | <b>2021 Historical Knowledge</b>  |
| HS.54 Evaluate continuity and change over the course of world and United States history.  | HS.52 * Evaluate continuity and change over the course of world and United States history.  |

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| <p>HS.55 Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of world, U.S., and Oregon history.</p> <p>HS.56 Explain the development and impact of major world religions and philosophies on historical events and people.</p> <p>HS.57 Analyze the historical development and impact of major scientific and technological innovations, political theory, and art and literature.</p> <p>HS.58 Examine and evaluate the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped unity and diversity in world, U.S., and Oregon history.</p> <p>HS.59 Analyze ideas critical to the development of social, labor, and political movements in history.</p> <p>HS.60 Analyze the history, culture, tribal sovereignty, and historical and current issues of the American Indian/Alaska Native/Native Hawaiian in Oregon and the United States.</p> <p>HS.61 Analyze and explain persistent historical, social and political issues, conflicts and compromises in regards to power, inequality and justice and their connections to current events and movements.</p> <p>HS.62 Identify historical and current events, issues, and problems when national and/or global interests are/have been in conflict, and provide analysis from multiple perspectives.</p> <p>HS.63 Identify and analyze ethnic groups (including individuals who are American</p> | <p>HS.53 * Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of world, U.S., and Oregon history.</p> <p>HS.54 * Explain the development and significance of major philosophies, world religions, <b>faiths, belief systems, including “non-Western” religion and belief systems.</b></p> <p><b>HS.55 * Analyze and explain the significance of the interaction of major world religions, faiths, belief systems, philosophies, and writings in the development of local, state, national, and global society.</b></p> <p>HS.56 * Analyze the historical development and impact of major scientific and technological innovations, political theory, and art and literature.</p> <p>HS.57 * Examine and evaluate the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped unity and diversity in world, U.S., and Oregon history.</p> <p>HS.58 * Analyze ideas critical to the development of social, labor, and political movements in history.</p> <p>HS.59 * Analyze and explain the history of the <b>American Indian/Alaska Natives/Native Hawaiians</b> in Oregon and the United States regarding their culture, tribal sovereignty, and issues of concern, past and present.</p> <p>HS.60 * Analyze and explain the historic and contemporary examples of social and political conflicts and compromises <b>including the actions of traditionally marginalized individuals and groups addressing inequities, inequality, power, and justice in the U.S. and the world.</b></p> <p>HS.61 * <b>Analyze and explain the multiple experiences and perspectives of ethnic and traditionally marginalized groups to investigate conflicting interpretations of past and present events of national and/or global interest.</b></p> |
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| <p>Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), their relevant historic and current contributions to Oregon the United States, and the world.</p> <p>HS.64 Examine the development of the concepts of ethnicity and race.</p> <p>HS.65 Identify and analyze the nature of systemic oppression on ethnic and religious groups, as well as other traditionally marginalized groups, in the pursuit of justice and equality in Oregon, the United States and the world.</p> <p>HS.66 Examine and analyze the multiple perspectives and contributions of ethnic and religious groups, as well as traditionally marginalized groups within a dominant society and how different values and views shape Oregon, the United States, and the world.</p> | <p>HS.62 * Identify, analyze, and celebrate the histories and contributions of traditionally marginalized groups and individuals in shaping the cultures of Oregon, the United States, and the world.</p> <p>HS.63 * Examine the personal and historical development of identity, including concepts of race, ethnicity, gender, sexual orientation, and religion.</p> <p>HS.64 * Analyze the significance of identity in the distribution and accumulation of social, political, and economic power.</p> <p>HS.65 * Identify and explain strategies of survivance, resistance and societal change by individuals and traditionally marginalized groups confronting discrimination, genocide, and other forms of violence, based on race, national origin, ethnicity, religion, sexual orientation, and gender.</p> <p>HS.66 * Identify and analyze the nature of structural and systemic oppression on LGBTQ, people experiencing disability, ethnic and religious groups, as well as other traditionally marginalized groups, and their role in the pursuit of justice and equality in Oregon, the United States, and the world.</p> |
| <b>2018 Historical Thinking</b>   | <b>2021 Historical Thinking</b>  |
| <p>HS.67 Evaluate historical sources for perspective, limitations, accuracy, and historical context.</p> <p>HS.68 Select and analyze historical information, including contradictory evidence, from a variety of primary and secondary sources to support or reject a claim.</p> <p>HS.69 Create and defend a historical argument utilizing primary and secondary sources as evidence.</p> <p>HS.70 Identify and critique how the perspective of contemporary thinking influences our view of history.</p>  | <p>HS.67 Evaluate historical sources for perspective, limitations, accuracy, and historical context.</p> <p>HS.68 Select and analyze historical information, including contradictory evidence, from a variety of primary and secondary sources to support or reject a claim.</p> <p>HS.69 Create and defend a historical argument utilizing primary and secondary sources as evidence.</p> <p>HS.70 Identify and critique how the perspective of contemporary thinking influences our view of history.</p>   |

| <b>2018 Social Science Analysis</b>  | <b>2021 Social Science Analysis</b>  |
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| <p>HS.71 Construct arguments using precise claims, integrating and evaluating information provided by multiple sources, diverse media, and formats, while acknowledging counterclaims and evidentiary strengths and weaknesses.</p>  | <p>HS.71 Construct arguments using precise claims, integrating and evaluating information provided by multiple sources, diverse media, and formats, while acknowledging counterclaims and evidentiary strengths and weaknesses.</p>  |
| <p>HS.72 Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose (such as validity, value and limitation, cause and effect, chronological, procedural, technical).</p> | <p>HS.72 Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose (such as validity, value and limitation, cause and effect, chronological, procedural, technical).</p> |
| <p>HS.73 Identify and analyze multiple and diverse perspectives as critical consumers of information.</p>  | <p>HS.73 Identify and analyze multiple and diverse perspectives as critical consumers of information.</p>  |
| <p>HS.74 Analyze an event, issue, problem, or phenomenon, critiquing and evaluating characteristics, influences, causes, and both short- and long-term effects.</p>  | <p>HS.74 Analyze an event, issue, problem, or phenomenon, critiquing and evaluating characteristics, influences, causes, and both short- and long-term effects.</p>  |
| <p>HS.75 Evaluate options for individual and collective actions to address local, regional and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p>  | <p>HS.75 Evaluate options for individual and collective actions to address local, regional and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p>  |
| <p>HS.76 Propose, compare, and evaluate multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.</p>  | <p>HS.76 Propose, compare, and evaluate multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.</p>  |
|  | <p>HS.77 Engage in informed and respectful deliberation and discussion of issues, events, and ideas applying a range of strategies and procedures to make decisions and take informed action.</p>  |
|  | <p>HS.78 * Identify and critique how implicit bias, institutional racism, racial supremacy, privilege, intersectionality, and identity, influence perspectives in the understanding of history and contemporary events.</p>  |

